



**Carl D. Perkins
Career and Technical Education
Act of 2006**

**PERKINS IV
PROGRAM GUIDELINES**

2014-2015

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PERKINS IV
PROGRAM GUIDELINES
Program-Specific Information, Requirements,
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Overview

Purpose

To provide quality Career and Technical Education Programs for the students of Wyoming schools.

Goals

- 1) To develop more fully the academic, vocational and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.
- 2) To create education opportunities for secondary students to develop pathways to postsecondary opportunities.

Eligible recipients will receive a program year seven grant award under Title I of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins), 20 U.S.C. 2301 et seq., as amended by Public Law 109-270.

Accountability

The 2006 Act adds a new section on local accountability that will require local programs to set specific performance targets on each performance indicator and be responsible for meeting these targets. Locals may choose to accept the state performance targets or work with the state to negotiate levels more applicable to their specific circumstances.

Administrative Costs

Each eligible recipient receiving funds under this Act may not use more than 5% for administrative purposes. The term “administration,” when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities. A district may take the 5% allowed for administration or the State approved indirect cost and remainder administration allowable for a total of 5%.

Secretary salaries must come from the admin allotment or the amount allowed for indirect cost.

Fifteen percent (15%) of the total grant can be used for the position of administration of the grant. (this would include program director/grant manager)

Advisory Committee

The district is required that each CTE program of study have a CTE Advisory Committee to provide input into the program. The committee should meet at least two times a year. Representatives from the advisory committee(s) may provide input for the Consolidated Grant Planning Meeting(s). A program of study advisory committee should have the following representation:

- 2-5 business/industry employees
- 2-5 high school students (it is recommended that at least one student be a member of a CTSO)
- 2-6 CTE teachers
- 1 teacher from a core area (math, reading/language arts, science, social studies)
- 1-3 parents/guardians
- 1 private/home school representative (if applicable)
- 1 charter school representative (if applicable)
- 1 school counselor
- 1 school administrator

EDGAR Regulations- Equipment/Software

Equipment/software purchased with Federal funds must be housed in an appropriate location as designated in the grant proposal. A log must be maintained on the use of the items. Refer to Education Department General Administrative Regulations (EDGAR) 74.30-74.73. Affix a permanent label on the equipment/software as follows: **Perkins FY__**, which identifies the fiscal year in which equipment/software was purchased.

Limitation for Certain Students

No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Section 315) Funds used in the 7th and 8th grade levels are for career and technical exploratory courses.

Local Plan for CTE Programs

Local secondary and postsecondary eligible recipients need to submit a local plan in order to qualify to receive Perkins funds. The plan must correspond to the time period covered by the state plan (either a six-year plan or a transition plan followed by a five year plan). The state will establish requirements for the submission of the local plan.

Perkins Distribution Formula

- 30 percent allocated to local educational agencies (LEAs) based on the number of 5 to 17 year-olds who reside in the school district.
- 70 percent allocated to LEAs based on the number of 5 to 17 year-olds in families below the poverty line, based on data collected under ESEA.[Section 131(a)].
- Postsecondary funds are distributed by the state to eligible institutions or consortia based on the number of Pell Grant and BIA-assistance recipients enrolled in vocational and technical education programs. [Section 135(a)]

Perkins Funding Timeline

The Perkins Act of 2006 addressed the period of time to which an eligible recipient does not expend all of the amounts the eligible recipient is allocated for such year under section 131 or 132. The eligible recipient shall return any unexpended amounts to the eligible agency to be reallocated. An academic year, while not defined in the current law, was defined in the previous authorization and is used interchangeably with “program year.” The terms were to mean the 12-month period during which a state operates its career and technical education program (which is most generally a period beginning on July 1 and ending on the following June 30). [Authority: 20 U.S.C. 1225(a)]. Liquidation of these funds can occur after the end of the academic year, making the funds available to eligible recipients for a period of 15 months. **District Perkins IV funds not expended by September 22, 2015 must be returned to WDE for reallocation.**

Link to CTE Visual Timeline

http://edu.wyoming.gov/Programs/careers_tech_ed.aspx

The WDE receives the Perkins Basic State grant, split-funded, in July and October. The State must make these funds available to eligible recipients for only one academic year, as defined above, from July 1, 2014 through June 30, 2015.

Professional Development

Professional development under the 2006 Perkins Act must be high-quality, sustained, intensive and focused on instruction. This is consistent with the definition of professional development in Section 9101(34) of ESEA, which prohibits one-day or short term workshops or conferences (unless such workshops and conferences are part of a larger series of professional development activities).

Special Populations

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;

- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- displaced homemakers;
- individuals with other barriers to educational achievement;
- individuals with limited English proficiency.

Supplement not Supplant

Perkins funds shall supplement, and not supplant, non-federal funds expended for career and technical education. [Section 311 (a)]

Annual Report Procedures

The Annual Report is a summary of activities, supported by Perkins funding, completed during the fiscal year. The original **must be** submitted to the Wyoming Department of Education by **October 31** for the fiscal year just completed on June 30.

Part 1 – Cover page with the following centered information:

The Carl D. Perkins Career and Technical Education Act of 2006
Annual Performance Report FY14
Applicant agency submitting report
Agency's address and phone number
Contact person, title and phone number
Project title
Project ID Number

Part 1a – Executive Summary

This part is limited to no more than one page. Summarize the activities completed as succinctly as possible to give an overview of the total project and impact realized.

Part 2 – Activities of the Advisory Committee/ Project Partners

Outline the activities of the advisory committee and partners, including their role in developing the 2013-2014 program and completing the activities as outlined in the grant approved for the district.

Part 3 –Project Results and Accomplishments

Summarize target area goals and the activities/strategies completed.
Use the following to guide the narrative:

- Describe activities completed in 2013-2014.
- **Provide information on negotiated indicators: 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, & 6S2 for Target Year 5 (2013-2014)**

Indicator	Target Year 5 (2013-2014)	90% Threshold Year 5	Actual 2013-2014
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1S1 Academic Attainment – Reading/ Language Arts			
1S2 Academic Attainment - Mathematics			
2S1 Technical Skill Attainment			
3S1 Secondary School Completion			
4S1 Student Graduation Rates			
5S1 Secondary Placement			
6S1 Nontraditional Participation			
6S2 Nontraditional Completion			

- Provide information **disaggregated by categories** of student. Identify any disparities or gaps in performance among all students and disaggregated categories of students. Describe your proposed strategy(s) for addressing each of the identified disparities or gaps.
- How can the results of the project be used as a state model or to improve career education?

Part 4 – Sustainability and Recommendations for the Future

Based on this fiscal year’s activity, identify how the project will be sustained and make recommendations for future activities to be completed.

The current annual 2013 – 2014 Performance Report must be received by October 31, 2014.

PERKINS CAREER AND TECHNICAL EDUCATION ACTIVITIES AND ALLOCATIONS

Programs of Study

Under Perkins 2006, states have the responsibility to create and/or recognize a series of CTE offerings called “CTE Programs of Study.” These Programs of Study are to be adopted by local recipients at high schools, community colleges, and possibly the four-year university. Each Program of Study is a cohesive set of academic and technical content that seamlessly connects high school CTE courses with postsecondary programs (in both community college

and four year degree programs) and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Each local recipient of Perkins funds (school district or community/technical college) must offer the portion of at least one Program of Study that is appropriate to its students. Wyoming has adopted sixteen Career Clusters as defined by the National Association of State Directors of Career Technical Education and the United States Department of Education. Thus, the following Career Clusters are the Career Technical Education Programs of Study for Wyoming:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communication
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety and Security
- Manufacturing, Marketing
- Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

DEFINITIONS

Administration

Most often administration is identified as a separate activity that allows for budgeting however it is acceptable to apply a portion of the administration to the different activities of one of the budget detail line items. The total administrative costs may not exceed the five percent cap. It is acceptable to claim less administrative costs.

All Aspects of an Industry

Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

Articulation Agreement

A written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub-baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institutions; to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions.

Career and Technical Education

Organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite course (other than a remedial course) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Contact Person/Project Staff: Contact person is the staff member from the applicant's organization who will serve as local contact and will have primary responsibility for conducting the project. Project staff includes staff members and/or consultants involved in conducting the project.

Curriculum Materials: Instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance materials.

Eligible Recipients: Eligible recipients include approved secondary and postsecondary consortia and stand-alone local education agencies receiving basic grant funds for the grant Year as provided by the Carl D. Perkins Career and Technical Education Act of 2006.

FAUPL (Final Agreed-Upon Performance Levels): The term used to denote the performance levels for the Core Indicators of Performance

Nontraditional Fields: Occupations of fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

<http://cte.ed.gov/accountability/crosswalks.cfm>

Project Duration: The length of time for which the project's funding is authorized.

Secondary Level CTE Concentrator

At the secondary level, a **CTE concentrator** is defined as a secondary student who has completed three or more courses in a CTE program, including those who may be currently enrolled in their third course.

Secondary Level CTE Participant

At the secondary level, a **CTE participant** is defined as a secondary student who has *completed* one or more courses in a CTE program sequence.

Postsecondary CTE Concentrator

At the post-secondary level, a **CTE concentrator** is defined as a student who (1) completes at least 12 technical or academic credits within a single program area or across multiple CTE program areas, or (2) completes a threshold level in a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, certificate or degree.

Postsecondary CTE Participant

At the postsecondary level, a **CTE Participant** is defined as a student who has earned one or more credits in any CTE program area.

Scientifically Based Research

Research that is carried out using scientific based research standards, as defined in "Section 102 of the Education Sciences Reform Act of 2002."

Size, Scope and Quality

Local Plans shall provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs (Sec. 134. (b) (6)) Perkins funds are intended to support, or assist in developing programs of the following size, scope, and quality.

Size – Program must

- Include a State Recognized Program of Study containing a coherent sequence of courses (Sec. 3 (5) , Sec 122 (c) (1) (A))Sec 134 (b) (3))



- Secondary – one of the 62 CTE Pathways, or other CTE Pathway recognized by the State.
- Postsecondary – 2 year CTE associate degree and 1 year certificate programs approved by the Board of Regents programs of leading to industry certifications that is eligible for PELL grants, plus other programs specifically approved by the State.

Scope

- Courses must include rigorous, coherent CTE content aligned with challenging academic standards.
- Links, or pathway maps, must exist between the secondary and postsecondary programs of study.

Quality

- Program must:
 - Incorporate State approved standards.
 - Submit to State approved evaluations, or assessments.

Special Populations

Individuals with disabilities; individuals from economically disadvantaged families, single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.

PERKINS CAREER & TECHNICAL ACTIVITIES/USES & ALLOCATIONS

Obligation of Funds

Funds cannot be obligated until the WDE has approved the consolidated grant application. Once approved, changes in project goal(s), objective(s) or activities will require formal amendment, the Consolidated Grant Fiscal/Amendment Extension Request. Budget changes of less than 10% of the grant total do not require a formal amendment.

Uses of funds

Perkins funds are to be used to improve or start new programs **not to maintain** the status quo. Funds cannot be used to pay instructors' salaries to provide the same programs year after year. For example, Perkins funds cannot be used to subsidize the cost of an automotive program if the program offers the identical curriculum offered in previous years. It would be permissible to use funds to modify the curriculum, update or develop a totally new curriculum for the automotive program. Perkins funds may be used for new, expanded, and

improved programs for up to three years. Therefore, a project is eligible for three years of funding-the year of its inception and the two following years.

Perkins funds may be used to pay teachers salaries/benefits, equipment and other expenses for three years when improving or starting new programs. After the third year the district is to sustain the cost of the program (example: when improving or starting a new program using Perkins funds, the first year Perkins funds may pay 75% of the teacher's salary/benefits, 50% the second year, 25% the third year, and the fourth year the district will sustain the teacher(s) salary/benefits).

Equipment /software, used in approved Perkins programs, purchased with Perkins funds or from other funding sources may be upgraded/repared using Perkins IV funding if the eligible recipient pays for 51% or more of the upgrade/repair cost.

Basic grant funds are divided into two categories: (1) required uses of funds and (2) permissive uses of funds. Local education agencies and postsecondary institutions must meet the mandatory requirements before they can spend Basic Grant funds on the permissive activities. Local educational agencies may use other funding sources to meet the requirements, but they must have documentation sufficient to demonstrate that the requirements have been met before they can use Basic Grant funds on permissive activities.

Required uses of funds:

1. Strengthen the academic and career and technical skills of students participating in career technical education (CTE) programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, and administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry, involve internship programs that provide relevant business experience, and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Permissive uses of funds:

1. Involving parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs.
2. Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs, that improve graduation rates and provide information on postsecondary and career options, and provide assistance for postsecondary students and adults.
3. Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals, and industry experience for teachers and faculty.
4. Providing programs for special populations.
5. Assisting career and technical student organizations.
6. Mentoring and support services.
7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.
10. Developing initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
11. Providing activities to support entrepreneurship education and training.
12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
13. Developing and supporting small, personalized career themed learning communities.
14. Providing support for family and consumer sciences programs.
15. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
16. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.

17. Providing support for training programs in automotive technologies.
18. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
19. Supporting other CTE activities consistent with the purpose of the Act.

Conference Expenses

Costs associated with participation in both in-state and out-of-state conferences are approvable as requested on the local application. The potential benefit to WDE programs should be identified on the local application for justification of conference participation. Under the Act, professional development must be high quality, sustained, intensive and focused on instruction. This is consistent with the definition in Section 9101 of ESEA, which prohibits one-day or short workshops or conferences (unless the workshops or conferences are part of a larger series of professional development activities).

Membership fees must be for the institution not individual staff members.

Consultants

Consultant fees must be justified in the local application. Consulting fees plus travel, lodging and per diem shall conform to the funded agency's written policy. Consultant travel, lodging and per diem must be itemized in the expenditure printout.

Career and Technical Student Organizations (CTSOs)

The support of vocational student organizations may include, but is not limited to, Expenditures for –

- (i) The positions of State executive secretaries and State advisors for vocational student organizations;
- (ii) Leadership development workshops;
- (iii) The development of curriculum for vocational student organizations; and
- (iv) Field or laboratory work incidental to vocational training so long as the activity is supervised by vocational education personnel who are qualified in the occupational area and is available to all students in the instructional program without regard to membership in any student organization.

The support of vocational student organizations may not include-

- (i) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage;
- (ii) Purchase of supplies, jackets, and other effects for student's personal ownership;
- (iii) Cost of non-instructional activities such as athletic, social, or recreational events;
- (iv) Printing and disseminating non-instructional newsletters;
- (v) Purchase of awards for recognition of students, advisors, and other

- individuals; or
- (vi) Pay of membership dues;

(Federal Register, 34 CFR 403.71)

Meeting Expenses

The following guidelines should be used to determine when using paying for meals and refreshments for meetings: a working breakfast can be provided when the meeting begins at 7:00 a.m. or earlier. A working lunch may be provided when participants are required to continue their meeting without breaking for lunch, through the middle part of the day. A working dinner may be provided when participants are required to continue working until 6:00 p.m. or later. A break for refreshments is allowable during every four consecutive hours worked. For an 8:00 a.m. to noon meeting, refreshments would be allowed. A full day meeting would allow for a morning and an afternoon refreshment break.

Travel Expenses

Travel expenses for a Career Technical Student Organization, like FFA or FCCLA, cannot be covered by Perkins funds. CTE student travel expenses for CTE industry tour(s), and job fairs can be covered by Perkins funds as long as only CTE students are traveling. No non-CTE students can be part of the travel.